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ABSTRACT

In order to avoid technical problems, agencies, institutions, and organizations interested in applying for Environmental Education Act (Public Law 91-516) funds should utilize this handbook while preparing their proposals. The purpose, description, who may apply, and criteria for proposals are outlined for three types of grants: (1) small grants (under $10,000), (2) statewide evaluation and dissemination, and (3) pilot projects and demonstration models. Type 3 is subdivided into 14 examples within four categories - personnel training, community awareness, instruction and curriculum, and evaluation and dissemination. Technical requirements and general criteria for all proposals are outlined together with suggestions and definitions for project effectiveness, general project eligibility, specific eligibility requirements, and waste control (of paper). The chapter on preparing and submitting proposals considers general guidelines for all proposals and proposal content for each of the three types of grants mentioned above. Also presented here are notes on budget preparation. Grant terms and conditions which apply only to funded projects are specified for the user's information. Examples of the proposal cover sheet and signature sheet are also included. (BL)

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ENVIRONMENTAL EDUCATION ACT

(PUBLIC LAW 91-516)

HANDBOOK ON PREPARING PROPOSALS

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Fiscal Year 1972

October 1971

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SE 012 701

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ENVIRONMENTAL EDUCATION ACT

(PUBLIC LAW 91-516)

HANDBOOK ON PREPARING PROPOSALS

Administered by

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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INTRODUCTION

The Environmental Education Act (Public Law 91-516), signed by President Nixon on October 30, 1970, has now been operational for a year. The first set of grants--amounting to over $1.7 million--was awarded by the Office of Education in June 1971 to 74 projects in 32 States. Applications are now invited for fiscal year 1972 Environmental Education Act grants, which are expected to total approximately $3 million.

The Environmental Education Act grew out of a recognition that--as U.S. Commissioner of Education Sidney P. Marland, Jr., has written--"the state of our environment has become a matter for serious concern and any attempts to solve this crisis situation must be deeply rooted in the education system and within the consciousness of the people." Man's very survival increasingly depends on acquiring a clear understanding of his relationship to the environment and, indeed, of the interrelationships of all living things.

In the first annual (1970) report of the Council on Environmental Quality, President Nixon said:

> We must seek nothing less than basic reform in the way our society looks at problems and makes decisions. Our educational system has a key role in bringing about this reform...It is also vital that our entire society develop a new understanding and a new awareness of man's relation to his environment--what might be called <u>environmental literacy</u>. This will require the development and teaching of environmental concepts at every point in the educational process.

In forwarding the second annual report on the State of the Environment, President Nixon again observed that "our education system, at all levels, has a critical role to play."

Definition

Public Law 91-516 defines environmental education as "the educational process dealing with man's relationship with his natural and manmade surroundings, and including the relation of population, pollution, resource allocation and depletion, conservation, transportation,

technology, and urban and rural planning to the total human environment." The congressional committee reports associated with the bill stress the need to develop understanding and attitudes as well as disseminate information. Indeed, the Environmental Education Act is unique in that it specifies community groups and facilities of all types as potential recipients of education grants.

The education that is envisioned by the act is problem-solving, issue-centered learning. It deals with all forms and levels of life, and especially man's interrelationships with his environment. By its very nature, it provides a focus for learning activities which will prepare students for life situations.

A consensus now seems to be developing around the basic characteristics of good environmental education. Primarily, these include:

- a multidisciplinary approach, with an emphasis on the interrelationships of man and nature;

- a focus on contemporary problems relating to the urban and rural environment--manmade and natural;

- incorporation of nonformal as well as formal education processes and utilization of resources outside the classroom;

- development of understanding and attitudes as well as information;

- involvement of all age groups; and

- a participant-centered design, involving each learner/participant in choosing priorities both as to the issues to be studied and the solutions that seem most appropriate. This design allows the participant to learn "how to learn" about new situations, how to weigh alternatives and how to test solutions.

Rationale

The rationale for environmental education is implicit in its definition. Because it deals with knowledge and understanding of the "total human environment," environmental education is, or should be, synonymous with "education." But it is education for a purpose, based on the actual needs of society and the individuals of which it is comprised. The environmental education process, then, is dynamic--it changes as the needs of people change. It cannot be confined to a single discipline, grade level, age group, or segment of the population.

A variety of resources are now available which can assist local environmental education efforts--resources that may include curriculum materials, facilities, funds, land, personnel, and information about the environment. Organizations devoted to outdoor education, conservation, and environmental science have been active at both the local and national level since the turn of the century. While they do not, individually, encompass the whole of what is here considered environmental education, elements of their programs are clearly relevant to the new thrust. Their activities have been reinforced in recent years by the burst of enthusiasm for the new types of education envisioned by the Environmental Education Act.

More and more, environmental education has come to emphasize the continuation of the educational process throughout the course of an individual's lifetime. Thus, the environmental education program is a way of increasing public--adult as well as student--awareness. It can also be used to demonstrate innovative approaches to educational reform. This means innovation not only in what is taught but in how it is taught.

In order to be effective, environmental education programs must take advantage of all opportunities to relate learning experience to actual environmental problem solving and improvement. Environmental education must expand its frame of reference beyond the traditional classroom to make full use of all community resources in the learning process--museums, libraries, local business and industry, parks, television, environmental centers, as well as the environmental issues faced by the community. It must encourage communities to become participants in defining their problems and developing the means to solve them.

Environmental education is a vehicle by which traditional as well as new educational goals can be achieved. It can facilitate rethinking and redirection of the education practices necessary to achieve these goals. In this connection, Commissioner Marland wrote in the May 1971 issue of American Education:

> Central to (our) philosophy...is the idea of using environmental funds and authority as the catalyst--a triggering mechanism--for other funding commitments within the Office of Education and in coordination of resources and facilities of other Federal Government agencies. This derives first from environmental education's very nature as a progressive concern, cutting across conventional agencies.

The act, and the funds provided by it, are directed to education as a whole. They attempt to assist an effort rather than any specific program. Thus, environmental education funds will be used to demonstrate alternative approaches to meeting educational needs and to identify or create sound investments for America's education budget.

Perhaps the most significant of all environmental education activities, in terms of potential impact, will be those which focus upon statewide resources and needs. In fact, it is doubtful whether the objectives of either the Environmental Education Act or the related activities of other Federal Government agencies, such as the Environmental Protection Agency, can be fully realized until each State develops its own plan. For this reason, special consideration will be given to proposals for "Statewide Evaluation and Dissemination" projects (type B).

Fiscal Year 1971 Program

In 1971, nearly 2,000 proposals requesting about $75 million were submitted for Environmental Education Act funding. It was possible to fund only 74 projects for a total of $1.725 million.

Programs were chosen that promised to demonstrate innovative approaches to the development of environmental literacy, and that offered designs that would improve the environmental education picture in the community and serve as models for other communities and organizations. Notable among the proposals funded were five statewide planning programs. A number of the 74 projects are summarized in The New Environmental Education Program in the U. S. Office of Education (OE-72-41), a brochure.

Beyond those funded, 400 proposals receiving the highest scores from the reviewers (as well as some 200 proposals that failed to meet the technical requirements) were reviewed for referral to other funding organizations.

Some related proposals were funded under other Office of Education discretionary programs in 1971. (Descriptions are available on request.)

Fiscal Year 1972 Program

In 1972 about $3 million will be available for grant awards under the Environmental Education Act. All projects, including those that received support in 1971, will be selected through national competition. Environmental education activities eligible for this funding are divided into three types.

Type A: Small Grants. This category covers courses and short-term activities such as workshops, seminars, and conferences. Small grants may not exceed $10,000. Application procedures have been simplified to aid citizen groups and volunteer organizations who may wish to apply in this category.

Type B. Statewide Evaluation and Dissemination. This category is designed to assist comprehensive statewide program development.

Type C: Pilot Projects and Demonstration Models. This category covers activities dealing with community education, environmental education centers, personnel training, and curriculum development needed for formal and nonformal education programs.

In general, preference will be given to activities that assist development of statewide or areawide programs, and projects demonstrating nonformal and innovative approaches (e.g., community environmental education projects, special activities for State planning, environmental education centers, inservice training for noneducational personnel and comprehensive community education models). However, other activities that are exceptionally promising or significantly enhance an area's environmental education program will be considered on an equal basis with the activities listed above. Applicants are urged to apply under the activity that best describes their project, regardless of apparent priorities.

Other Office of Education Programs

This Handbook on Preparing Proposals is specifically directed to developing environmental education activities to be funded under the Environmental Education Act (Public Law 91-516). However, several other Office of Education programs will also support environmental education activities in fiscal year 1972. These are listed on the following page.

OTHER OFFICE OF EDUCATION PROGRAMS

Program	Authorization	Who May Apply	Contact
Grants to improve the training of teachers and other education personnel (Note: Application deadline for fiscal 1972 has passed.)	Education Professions Development Act	State and local education agencies, colleges, and universities	Dr. William L. Smith, Bureau of Educational Personnel Development
Grants for short-term training programs and institutes for higher education personnel (Note: Application deadline for fiscal 1972 has passed.)	Education Professions Development Act, Part E	Colleges and universities	Dr. Preston Valien, Bureau of Higher Education
Grants to improve the leadership resources of State education agencies	Elementary and Secondary Education Act, Title V	State education agencies	Dr. Thomas J. Burns, Bureau of Elementary and Secondary Education
Grants to strengthen developing institutions	Higher Education Act, Title III	Accredited colleges and universities in existence five years or more	Dr. Preston Valien
Grants for training in library service	Higher Education Act, Title II-B	Prospective or experienced librarians and information specialists	Dr. Burton Lamkin, Bureau of Libraries and Educational Technology
Support for basic, applied, and regional research to improve educational practice	Cooperative Research Act	Colleges, universities, education agencies, private or public groups, or individuals	Dr. Richard McVity, National Center for Educational Research and Development

The mailing address for the individuals and bureaus listed above is,

U.S. Office of Education
400 Maryland Avenue, S. W.
Washington, D.C. 20202

SECTION I

HOW TO USE THIS HANDBOOK

SECTION I - HOW TO USE THIS HANDBOOK - SECTION I

In order to avoid technical problems, agencies, institutions, and organizations interested in applying for Environmental Education Act funds should read the entire handbook carefully before preparing their proposal. Applicants, particularly those unfamiliar with Federal application procedures, are urged to follow the steps outlined below and to use them as a checklist before submitting their proposal.

1. Consider the definition of environmental education in the "Introduction" to determine whether or not your project falls within the definition stated in the act.

2. Read the description in section II of the type of projects which can be funded and the criteria for each.

> Type A, Small Grants projects are restricted to the type of activities listed and may be of special interest to citizen groups and volunteer organizations.
>
> Type B, Statewide Evaluation and Dissemination projects are restricted to State planning groups as defined in the discussion "State Initiatives in Environmental Education" and in the criteria for Federal assistance.
>
> Type C, Pilot Projects and Demonstration Models include activities directed toward personnel training, development of community awareness, curriculum and instruction, and evaluation and dissemination.
>
> Applicants should select the grant category (Type A, B, or C) and the activity under which the proposal would be eligible and which best describes the project planned. The purpose, description and the applicant eligibility and the selection criteria for the activity selected should be carefully considered and reflected in the proposal.
>
> NOTE: A proposal may address only one activity and grant category. If a project includes several mutually supportive activities, the proposal writer should determine the primary emphasis of the project and submit it under the activity that reflects this emphasis. An applicant considering several distinct activities may submit more than one proposal.

3. Read also and follow carefully the "Technical Requirements" described in section III. These requirements will be used to determine basic eligibility for funding.

4. Read and follow carefully the "General Criteria" described in section III. These criteria will be used in evaluating all proposals.

5. Read "Suggestions and Definitions" (section IV) and review your project in light of these comments.

6. Review "General Information" (section V, (a)) and "Grant Terms and Conditions" (section VI) before submitting your proposal.

7. Assemble, reproduce, and distribute proposals in accordance with the "General Guidelines For All Proposals" (section V).

8. Follow the instructions "Budget For All Proposals" (section V) in preparing the budget section of your proposal.

9. The completed proposal should adhere to the instructions in "Proposal Format" (section V).

10. Questions may be referred by phone to the Environmental Education staff at (202) 962-7807 or 962-6852.

SECTION II

TYPES OF GRANTS AND CRITERIA FOR PROPOSALS

SECTION II - TYPES OF GRANTS & CRITERIA FOR PROPOSALS - SECTION II

TYPE A - SMALL GRANTS - TYPE A

Purpose and Description Small grants, not to exceed $10,000 annually, are authorized by the act specifically for nonprofit organizations. Such agencies include citizens groups, volunteer organizations working in the environmental field, and other public and private nonprofit agencies, institutions, or organizations.

Small grants are to be used for:

(1) courses
(2) workshops
(3) seminars
(4) institutes
(5) symposiums
(6) conferences

Who May Apply

1. Citizens groups and volunteer organizations which have been in existence one year prior to application.

2. Other public and private nonprofit agencies, institutions or organizations

Criteria Awards will be based on written evidence that the proposed activity:

1. Demonstrates an innovative approach to education;

2. Extends to target groups beyond the group requesting funding;

3. Demonstrates community/target group participation in designing, implementing and evaluating proposal;

4. Meets the needs of the participants involved;

5. Meets the environmental education needs of the community; and

6. NOTE - Shared Funding: this requirement applies only to public agencies, institutions and organizations (see "Technical Requirements," section III).

TYPE B - STATEWIDE EVALUATION AND DISSEMINATION - TYPE B

State Initiatives in Environmental Education

The Environmental Education Act stresses the involvement of all phases of the public and private sectors in the implementation of environmental education programs. In order to make the most effective uses of these resources and to develop a strategy to maximize local efforts, it is recommended that a State plan or other comprehensive commitment be developed for environmental education.

The plan itself should be dynamic and flexible enough to respond continuously to the needs of the people of the State. Its basic elements should include: (1) an inventory of resources within and available to the State; (2) an overall educational plan addressing all age levels and utilizing the nonformal as well as the formal educational systems; and (3) a description of the needs and priorities in implementing the plan. The plan may then be used by a variety of agencies and organizations to identify their best means for providing assistance.

A State planning group should be established with representatives serving statewide constituencies in elementary and secondary as well as higher education, conservation, health and environmental protection agencies, private educational and environmental organizations as well as spokesmen for broadcasting, business, labor, industry, citizens groups, consumer organizations, and any others that may be appropriate. The exact composition of the planning group will vary from one State to another but should accurately reflect both the educational and environmental resources of the State and should also include representatives of the people for whom the education effort is intended.

Environmental Education Act funds are available to assist statewide evaluation and dissemination activities connected with State plan development. Although not required for funding under the Environmental Education Act during fiscal years 1971 and 1972, implementation of projects of significant statewide impact should await the development of State plans.

TYPE B - STATEWIDE EVALUATION AND DISSEMINATION - TYPE B

Purpose To assist statewide program development based on resources and needs within the State or region.

Description Grants will be made for the purpose of evaluating environmental education resources within the State and disseminating this information (in a planning context) throughout the State. Resources include personnel, facilities (e.g., land, materials, information sources) other education programs and related activities.

Who May Apply The chairman of the statewide planning group with the support of the group may apply in the name of the State organization that would be responsible for receiving and accounting for the funds requested. This may be the State planning group itself, if incorporated, or a nonprofit organization or agency associated with the group.

Criteria Awards will be based on written evidence that:

1. An interagency, interdisciplinary, public-private statewide planning group has been created to develop a comprehensive State program plan.

2. The planning group has the support of the major environmental and educational resources, both formal and nonformal, within the State, including business, labor, and industry.

3. All support and cooperation by groups, organizations and individuals is documented by letter and included in the supplementary section of the proposal.

4. Provisions are made for involving the target groups for whom this educational effort is intended in the development of the State program plan.

5. The State planning group has conducted formal meetings, established general goals and rules or procedures for the group, and has elected its own chairman.

6. The evaluation and dissemination activities are an integral and critical part of a continual planning process being undertaken by the State planning group and other local planners and decisionmaking bodies.

7. Provisions have been made to establish communication between members of State and local decisionmaking bodies and local target groups.

8. The project design facilitates the dissemination of the planning activities to State and local planners and decisionmaking bodies.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(a) Personnel Training: Inservice Educational Personnel

Purpose To provide inservice training to elementary (including preschool), secondary, and postsecondary educational personnel that will enable them to participate effectively in environmental education programs.

Description Grants will be made for projects showing innovative approaches to inservice training for teachers, administrators and all other personnel of local and State education agencies, and two-year colleges. Projects may include such things as the process for developing new curriculum, the design and use of new learning environments, methods of infusing environmental concepts in traditional courses, and training in the use of successfully field-tested multidisciplinary curriculum. Participants, in any given project, may come from similar or varied educational backgrounds.

Who May Apply At the elementary and secondary levels, proposals will be accepted from local school systems. Other institutions (e.g., universities, State departments of education) may participate by carrying out the training, and, if desirable from an administrative standpoint, may receive and be responsible for disbursement of funds. At the postsecondary level proposals will be accepted from a single community college or technical institute or a consortium of such institutions. If desired, other institutions such as universities or vocational education agencies may be engaged by the college or institute to carry out the training.

Criteria Awards will be based on evidence of the following:

1. The project is designed to involve participants in active environmental learning experiences, including firsthand problem-solving activities; expose them to concepts; prepare them to discover new sources of information; encourage use of the process of establishing and weighing alternatives; and to provide them with methods and skills appropriate to participation in environmental education.

2. The project includes various members of the educational community, e.g., teachers, administrators, students, maintenance personnel.

3. The project encourages trainees to recognize the relationship and effect of their jobs on the environment.

4. The project concerns itself with contemporary environmental problems which are relevant to all participants.

5. Provision has been made to reinforce the training experience during the six months following the training session.

6. There is reasonable assurance that the trainees/participants will be able to implement the environmental concepts they developed.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(b) Personnel Training: Inservice Noneducational Personnel

Purpose To provide training for individuals other than educational personnel to prepare them to deal with environmental issues and to incorporate environmental responsibility in their decisions and policies.

Description Grants will be awarded for inservice training activities to enable noneducational personnel such as community leaders, city planners, health and nutrition technicians, mayors, architects, lawyers, social workers, neighborhood aides, and business and labor leaders, to recognize and deal with issues of environmental quality, ecology, and education.

Who May Apply Nonprofit public or private agencies, institutions or organizations.

Criteria Awards will be based upon evidence of the following:

1. Training should encourage and provide methods for participants to consider as an integral part of all decision-making: the long- as well as short-term environmental impact of their decisions; the effect of their decisions on other decision-making bodies; the regional as well as local environmental impact of their decisions.

2. The project is designed to involve participants in active environmental learning experiences, including firsthand problem-solving activities; expose them to concepts; prepare them to discover new sources of information; and encourage use of the process of establishing and weighing alternatives.

3. The project concerns itself with contemporary environmental problems which are relevant to all participants.

4. Provision has been made to reinforce the training experience during the six months following the training session.

5. There is reasonable assurance that the participants will be able to implement the environmental concepts they developed.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(c) Personnel Training: Preservice Educational Personnel

Purpose To provide training for elementary (including preschool), secondary, and postsecondary educational personnel that will enable them to participate effectively in environmental programs.

Description Grants will be made for projects showing new approaches to preservice training for teachers, administrators, and all other personnel of local and State education agencies and two-year colleges. Projects may include such things as the process for developing new curriculum, the design and use of new learning environments, methods of infusing environmental concepts in traditional courses, and training in the use of successfully field-tested multidisciplinary curriculum. Preference will be given to applicants who plan to make such training, if successful, a requirement for the degree sought.

Who May Apply Accredited institutions of higher education.

Criteria Awards will be based on evidence of the following:

1. The project is designed to involve participants in active environmental learning experiences, including firsthand problem-solving activities; expose them to concepts; prepare them to discover new sources of information; encourage use of the process of establishing and weighing alternatives; and to provide them with methods and skills appropriate to participation in environmental education.

2. The project encourages trainees to recognize the relationship and effect of their jobs on the environment.

3. There is reasonable assurance that the trainees/participants will be able to implement the environmental concepts they developed.

4. There is reasonable assurance that trainees will be employed within the education system upon completion of course work.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(d) Personnel Training: Preservice Noneducational Personnel

Purpose To provide training for individuals involved in professional fields, enabling them to incorporate environmental principles into their professional practice.

Description Grants will be provided for preservice training for individuals preparing for professional fields (other than education) in which environmental training is highly desirable but not normally provided (e.g., engineering, law, economics, public administration, social work, mass media). Preference will be given to applicants who plan to make such training, if successful, a requirement for the degree sought.

Who May Apply Accredited colleges, universities, and nonprofit professional schools.

Criteria Awards will be based on evidence of the following:

1. Training should encourage and provide methods for participants to consider as an integral part of all decisionmaking: the long as well as short term environmental impact of their decisions; the effect of their decisions on other decisionmaking bodies; the regional as well as local environmental impact of their decisions.

2. The project is designed to involve participants in active environmental learning experiences, including firsthand problem-solving activities; expose them to concepts; prepare them to discover new sources of information; and encourage use of the process of establishing and weighing alternatives.

3. The project concerns itself with contemporary environmental problems which are relevant to all participants.

4. There is reasonable assurance that the participants will be able to implement the environmental concepts they developed.

5. The training focuses on specific professional areas.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(e) Personnel Training: Government Personnel

Purpose Support for inservice local, State and Federal government personnel to assist government agencies in carrying out their functions in a more environmentally sound manner and in developing environmental education programs.

Description Grants will be awarded for inservice workshops for local, State, and Federal government personnel. Priority will be given to those workshops serving employees who (1) administer environmental education programs or (2) administer resources (facilities, manpower) used, or of potential use to education programs.

Who May Apply Public and private organizations, agencies, and institutions with training experience and knowledge of the subject area and which do not employ the trainees involved.

Criteria Awards will be based on evidence of the following:

1. The agencies involved approve the participation of their employees and support such participation through such measures as providing paid leave, travel expenses, etc.

2. The agencies demonstrate a need for such training and provide a rationale as to why the training is not available either through the agencies or the Civil Service Commission.

3. The training encourages trainees/participants to recognize the relationship and effect of their jobs on the environment and to analyze the environmental impact of the activities of their agencies.

4. The training includes a firsthand problem-solving experience and encourages use of the process of establishing and weighing alternatives.

5. The training will prepare trainees to discover and use new sources of information.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(f) Community Awareness: School-Community Models

Purpose To assist communities and their schools in carrying out comprehensive program plans based on an understanding of environmental education as a process which can lead to education reform and community improvement.

Description Grants may be awarded for community-school activities which are a part of a total plan developed and supported by all major organizations and groups (including schools) in the community and designed to develop an environmentally literate community population. For the purpose of this activity a community generally would not exceed the average area covered by a school district.

(Note: This category might incorporate several activities under one general heading, such as teacher training, community environmental education, elementary and secondary education programs, and dissemination.)

Who May Apply Nonprofit public or private agencies, institutions, or organizations.

Criteria Awards will be based on evidence of the following:

1. The plan contributes significantly to improving education and the quality of life in the community.

2. The plan makes maximum use of all community resources and has defined environmental education objectives relevant to the community's needs and resources.

3. The plan and the activities for which funds are requested include out-of-classroom learning experiences for students as part of the school's participation.

4. The plan clearly identifies target groups and addresses all education and age levels within these target groups.

5. The goals of the total community environmental education plan are concerned with long-term as well as immediate changes and include provisions for adequate followup and offers alternatives for action.

6. The objectives of the project are compatible with the goals of the total community environmental education plan (the project does not have to include, but must recognize, all of the goals).

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(g) Community Awareness: Environmental Education Centers

Purpose To help promote formal and nonformal environmental education for all age groups through environmental centers.

Description Grants will be made for the development and operation of new or existing centers which will facilitate instruction, guidance, and resources to students, teachers, and community groups carrying out group or individual environmental education projects. Center services might include the provision of facilities, equipment, and technical assistance to students and teachers involved in programs and projects; training of education and noneducation personnel; development of special materials requested by the community and/or schools served; family/home education; dissemination of desired materials; and consultant services for formal and nonformal program development and evaluation.

Who May Apply Public and private nonprofit agencies, institutions, or organizations.

Criteria Awards will be based on evidence of the following:

1. Current proposal outlines maximum educational and physical use of facilities, personnel, and other resources.

2. The center builds upon existing resources, including physical resources in the area.

3. The center would be an economical mechanism for delivering the services proposed.

4. There is clear indication that the center would be actively supported by the groups to be served.

5. The area covered is described and generally will be a subdivision of a State or a metropolitan area unless an acceptable rationale is provided in the proposal.

6. If already in existence, the center has been successful in meeting past objectives and is proposing support for the expansion of its current activities.

7. The center seeks to involve all socioeconomic groups through projects which are compatible with their respective life styles, problems, values, and available time.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(h) Community Awareness: Citizen Participation Projects

Purpose To promote broad-based community education programs designed to assist individual participation in perceiving and resolving local environmental problems in accordance with local priorities and methods.

Description Grants will be given for community education projects aimed at the adult as well as the younger population. Projects should attempt to promote understanding of the environment and local environmental problems within the context of ecological, economic, and social values. The citizen's role in resolving local problems may be developed through seminars, self-improvement projects, adult/family programs or any other activity which would help generate understanding, better use of existing resources, the creation of new resources, and development of a sense of community. Projects should seek to involve diverse social and economic groups.

Who May Apply

1. Public and private nonprofit organizations.

2. Public and private nonprofit community agencies and institution

Criteria Awards will be based on evidence of the following:

1. The project utilizes diverse members of the community in the identification of needs, the defining of problems, and in the planning and implementation of the project.

2. The project is directed toward other community groups as well as members of the sponsoring organization.

3. The project is compatible with the participants' life styles, problems, values and time available.

4. The project permits positive action alternatives for resolving local problems and broad-based community participation in decisionmaking at all levels.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(i) Instruction and Curriculum: Elementary and Secondary Programs

Purpose To assist exemplary environmental education programs in elementary and secondary schools.

Description Grants may be awarded to programs which meet the definition of environmental education (see Introduction) and the purposes of the Environmental Education Act in an exemplary fashion. Support will be restricted to programs which can become self-sustaining only with additional assistance and/or are in the process of being revised or expanded to address local environmental problems as part of a total community project.

(Note: This category might incorporate activities such as teacher training and materials development as an integral part of the instructional program proposed for support.)

Who May Apply Local elementary and secondary education school systems

Criteria Awards will be based on evidence of the following:

1. Lack of additional Federal support at this time will prevent the program from becoming a continuing and integral part of the local school program, curriculum and budget.

2. Expansion or revision (if applicable to the proposal) will significantly enhance the quality and relevance of the program.

3. If the project consists of several activities, these activities are mutually supportive components of a cohesive program.

4. The program has a multidisciplinary focus.

5. The program uses learners' needs and talents to determine the program's direction.

6. The program will increase the learners' independence and ability for self-education.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(j) Instruction and Curriculum: Supplementary Materials

Purpose To provide materials designed to assist the introduction of environmental studies in existing programs and/or to strengthen the content of existing environmental programs at all educational levels.

Description Grants will be made for the development of materials to supplement existing programs by students and teachers working together. The development should be designed to provide an environmental learning experience for participating teachers and students.

Who May Apply Public and private nonprofit educational or community agencies, institutions, and organizations.

Criteria Awards will be based on evidence of the following:

1. Supplementary materials do not exist for the curriculum area and level for which application is being made, or if such materials exist they are shown by the applicant to be inadequate.

2. Preference will be given to materials which can be completed and ready for use within 12 months (if funding under this act covers more than 50 percent of the cost.

3. Provision has been made for the use of the materials developed.

4. The materials have a multidisciplinary focus.

5. The materials will facilitate student/learner involvement with local problems and issues outside the formal education structure.

6. The materials are appropriate or adaptable to the students/learners' needs and talents.

SECTION II - TYPES OF GRANTS AND CRITERIA FOR PROPOSALS - SECTION II

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(k) Instruction and Curriculum: Curriculum Development (including Media Projects)

Purpose To make available process curriculum which will provide meaningful learning experiences leading to an understanding of environmental principles, problems, causes, and possible solutions described or implied in the definition of environmental education.

Description Grants will be available for the development of curriculum incorporating "process" learning (see "Suggstions and Definitions," section IV).

Who May Apply Public and private nonprofit educational agencies organizations, and institutions.

Criteria Awards will be based on evidence of the following:

1. The material, product or curriculum: grows out of empirical investigation of environmental problems; makes maximum use of community resources and encourages student/learner exploration of community environmental problems for the purpose of achieving individual as well as group understanding; has a multidisciplinary focus; suggests rather than prescribes activities, questions or problems to be addressed in meeting the educational objective stated; implies learning by the teacher as well as students and others; focuses on problems and resources which are relevant to the lives and experiences of the learners.

2. The development project includes participants in the planning, design, and implementation phases as a means of providing learning experiences for them as well as the teachers involved.

3. The curriculum and the development project is an integral part of a total educational activity.

4. The process by which the curriculum is to be developed could be utilized by other curriculum development projects in other communities.

5. The process will be field tested in a situation outside the institution being funded.

6. The project uses the participants/learners' needs and talents to determine the project's direction.

7. The project will increase the participants/learners' independence and ability for self-education.

8. NOTE: Shared funding is not required.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(k) Instruction and Curriculum: Curriculum Development (cont.)

Special Criteria for Media Projects

The following criteria will be used to evaluate applications for non-print media programs (e.g., TV-radio) which provide a structured learning experience for local community residents and which focus on active target group participation in the study of environmental problems of local interest. Media programs intended only to disseminate environmental information should apply under "Dissemination" (see type C (m)).

Awards will be based on evidence of the following:

1. The project utilizes the target group in determining program content, design, and evaluation.

2. The project uses information of diversity and depth.

3. The project makes provision for collecting and utilizing feedback from the target group.

4. The project incorporates a design for and the implementation of organized educational activities.

5. Provision is made for the involvement of the grantee in the organized educational activities of the target group beyond regular media presentations.

6. The project has a multidisciplinary focus.

7. The project will increase participant/target group independence and ability for self-education.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(1) Evaluation and Dissemination: General Evaluation

Purpose To assist environmental education planning at the local, State, and Federal levels by determining the extent to which current activities meet the definition and purposes of environmental education stated in the Environmental Education Act.

Description Grants will be made for the purpose of evaluating the effectiveness of environmental education activities, whether or not supported under the Environmental Education Act. The evaluations would address such specific questions as the acceptability of the project(s) in view of the act's definition of environmental education, the effectiveness of the projects(s), possibility of increasing its effectiveness, and the extent to which it is replicable, in whole or in part.

Who May Apply Public and private nonprofit educational agencies, institutions, and organizations,

Criteria Awards will be made on evidence of the following:

1. The evaluation plan will provide information not currently available.

2. The project will complement and will advance recent or current investigations, if such investigations exist.

3. The project will focus on specific questions of significant consequence to program development and planning at the local, State, regional, and/or national levels.

4. The design of the evaluation plan presents a process which could be used to evaluate any type of environmental education program in the United States.

5. The evaluation design covers all of the key aspects of the program and is consistent with the objectives of the evaluation project.

6. NOTE: Shared funding is not required.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(m) Evaluation and Dissemination: Dissemination

- Information Distribution

Purpose To facilitate the dissemination of environmental education materials (including materials suitable for use by mass media) and information to environmental organizations and/or to the general public.

Description Grants will be awarded for the dissemination of information to organizations and/or to the general public. This may be done through print or nonprint media and may include both responses to individual requests and the issuance of information on a continuing basis. Information dissemination must have a general objective rather than being concerned with a specific issue. This category includes dissemination of information through TV and radio, museum or library exhibit.

Who May Apply Private nonprofit organizations, agencies, and institutions.

Criteria Awards will be based on evidence of the following:

1. The establishment of a particular need for this type of educational activity and for the type of information to be disseminated in the area to be served.

2. The identification of target groups which do not have ready access to environmental information and a system for reaching these groups.

3. The diversity and depth of the information sources to be used by the applicant.

4. In the case of television-radio projects, assurances that co-operation with several stations has been gained to provide adequate distribution.

5. NOTE: Shared funding is not required.

TYPE C - PILOT PROJECTS AND DEMONSTRATION MODELS - TYPE C

(m) Evaluation and Dissemination: Dissemination

- Information Clearinghouses

Purpose To help promote local facilities for the collection, coordination, cataloging, and distribution of information on environmental problems and activities.

Description Grants for projects which will facilitate local environmental education activities by establishing a network for information coordination and distribution.

Who May Apply Private nonprofit agencies, institutions, and organizations.

Criteria Awards will be based on evidence of the following:

1. The network cataloging structure and the information contained will be periodically updated.

2. The network will provide for contact and coordination between network users.

3. The network will be available for use by anyone.

4. The establishment of a particular need for this type of educational activity and for the type of information to be disseminated in the area to be served.

5. The diversity and depth of the information sources to be used by the application.

6. NOTE: Shared funding is not required.

SECTION III

TECHNICAL REQUIREMENTS AND GENERAL CRITERIA

SECTION III - TECHNICAL REQUIREMENTS AND GENERAL CRITERIA - SECTION III

A. TECHNICAL REQUIREMENTS

All proposals submitted for funding under the Environmental Education Act must meet the following requirements in order to be considered for funding:

1. Shared Funding. Applicants must provide from local non-Federal contributions a minimum of 20 percent of the total first year's cost of the project. Applicants competing for a second year of support for a project must contribute a minimum of 40 percent of the project costs. Exceptions to this rule are Evaluation, Dissemination, Curriculum Development, and those Small Grant projects which are sponsored by private organizations.

2. Institutional Eligibility. Public and private nonprofit agencies, institutions and organizations are eligible for grants under the Environmental Education Act, except as noted under "Who May Apply" in each activity description.

Applicants for Type A (Small Grants) must provide evidence that the organization has been in existence for at least one year prior to the date of application.

All applicants must provide proof of nonprofit status.

3. Project Eligibility. Consideration will only be given to proposals requesting support for educational activities (see section IV, "Suggestions and Definitions").

4. Authorizing Signatures. Appropriately signed signature sheet must accompany proposals or be postmarked at a U. S. Post Office within 10 days after the deadline date (see form at end of Handbook).

B. GENERAL CRITERIA

All proposals meeting the technical requirements above will be evaluated on the following items as well as the special criteria developed for each activity:

1. Project Purpose. All activities funded through the Environmental Education Act must be designed to meet the purposes of the act and be included within its definition of environmental education as described in the Introduction of this Handbook.

2. Self-evaluation. Provision must be made for project evaluation(s) which measure the impact of the project on all participants, including staff and the target group(s), in terms of the goals and objectives set forth in the proposal. (See section VI, "Grant Terms and Conditions" for reporting and section IV, "Suggestions and Definitions" for suggested report content.)

B. GENERAL CRITERIA (cont.)

3. Qualifications. The qualifications of the organization and the staff are consistent with the requirements of the project.

4. Feasibility. Resources (people, information, experience, money, materials, time, etc.) are appropriate to the project goals.

5. Use of Community Resources. The project will make maximum use of all relevant resources of the community to be served.

6. Replicability. To achieve maximum impact, the projects should incorporate one or more of the following kinds of replicability as appropriate.

--The ideas (approaches, techniques) can be duplicated under certain conditions with approximate materials, resources, and similar participant groups.

--The project will lead to the creation of other projects which may or may not be similar to it.

--The project will produce materials which can be disseminated to and used by other groups.

--The project is designed to encourage individuals to initiate further activity.

--The project will be able to continue after Federal funding ends, either in a self-sustaining fashion or as part of a community environmental education program.

NOTE: Replicability as described will be particularly important in choosing projects in categories designated "Pilot Project and Demonstration Models" (Type C).

7. Availability. Project materials and/or reports will be available for review and dissemination soon after the Federal funding period (budget period) ends.

8. Nonduplication of Efforts. The project builds upon and does not duplicate previously undertaken activities.

9. Student/Participant Involvement. Students and/or other project participants are involved to the extent possible in the development and implementation of the proposal and the project.

10. Use of Volunteers. Projects make use of professional and other volunteers when such assistance is available and would enhance the project.

11. Use of Paraprofessionals. Projects make use of paraprofessionals when available and appropriate to the program.

SECTION IV

SUGGESTIONS AND DEFINITIONS

SECTION IV - SUGGESTIONS AND DEFINITIONS - SECTION IV

A. PROJECT EFFECTIVENESS

The applicant is encouraged to review the proposed project in terms of its effectiveness in meeting the purposes of the Environmental Education Act. Determination of effectiveness might be based on questions such as the following:

1. How will the involvement of people other than project staff be achieved?

--Are the people you are trying to reach willing to participate in the program?

-- Is an effective means provided for encouraging people to participate actively in the program?

--Is the project adaptable to or in conformity with the needs, values, experiences, and life styles of the people who will be affected?

--Does the project provide for participant involvement in its planning and implementation?

2. What approach will be used to achieve the project's environmental education objective?

--Is the project directed toward community needs and local problems which the participants consider important to their lives?

--Will the project suggest new methods for dealing with problems?

--Will the project encourage people to act on problems?

--Will the project increase people's ability to educate themselves?

3. Is the project workable in terms of time, expertise, manpower, facilities and materials which will be available for the project?

4. Does the project make maximum use of community resources over and beyond the contribution required for Federal funding? These resources would include financial, material and manpower support from community organizations and institutions such as schools, colleges, libraries, volunteer groups, business, industry, and local government projects including Model Cities and Community Action Programs.

B. GENERAL PROJECT ELIGIBILITY

In determining whether the proposed project generally meets the definition of the act (see "Introduction"), consideration should be given to the following:

1. The project is an educational activity designed to enhance the learner's perception, knowledge and understanding of the environment so that he will be inclined to act toward it in a positive manner and will be competent to do so. Such an activity:

--has as its primary objective the acquisition of attitudes, knowledge, skills, and processes applicable in a variety of situations.

--actively engages the learner's abilities in determining what is to be done, why and how at every stage of the activity, from development to evaluation.

--is part of a carefully constructed sequence of learning experiences and activities in which the objectives, content, and approach of each phase is based upon those of the preceding phase.

2. The project focuses on the process of learning as well as specific knowledge content. The process used would be determined by the learner, based on his related past experiences, current competencies and interests, his developmental potential, and by the objectives of the activity.

3. The project is designed to assist the participant in perceiving the interrelationships of the natural, physical, social, and personal aspects of environmental problems and in understanding the basic role of life styles and values in these problems and their solutions. An example would be the relationships between the individual couple's decision concerning family size and impact of population on air and water pollution, land use, transportation, resource utilization, and urban and rural planning.

C. SPECIFIC ELIGIBILITY REQUIREMENTS

1. Shared Funding. The applicant is required to provide 20% of the project cost in the first year and, if selected for funding for a second and third year, must provide 40% and 60% respectively of the project cost (see "Technical Requirements", section III). Exceptions to this requirement are Dissemination, Curriculum Development, Evaluation, and Small Grants to private organizations, institutions, or agencies. Project funds are those funds that are required to support the project as described in the proposal and which are in addition to the funds that would normally be expended for the operation of the applicant organization. The local share of the project funds may be in cash or kind, fairly evaluated, and may include plant, equipment and services obtained for the project, provided that these items are not part of the requested overhead rate. They may also include the services of specific volunteers, fairly evaluated.

2. Self-evaluation. Requirements for project evaluation and reports are cited elsewhere in this Handbook. In addition, proposals are to include a description of project evaluation plans. It should be emphasized that evaluation is defined as an ongoing activity involving both project participants and supervisors and as such must be an integral part of the overall project design. However, applicants might find it helpful to consider the following general questions in planning for the evaluation report(s) required by the Office of Education in developing the project proposal:

--Have the project objectives been met and to what extent?

--Were project objectives described clearly enough to permit measurement of achievement?

--Have the original project objectives and/or project design been modified significantly? If so, why and through what process?

--To what extent did the participants design and direct the project?

--Should the project continue as presently designed? What alternatives are suggested?

--What is the likelihood of continuation of the project without Federal funding?

3. Pilot and Demonstration Projects. Fiscal year 1972 Environmental Education Act funds are restricted to activities which experiment with and/or test out new approaches to environmental education (pilots), and to those which demonstrate effective practices (demonstrations).

D. WASTE CONTROL

Where feasible, it is suggested that recycled paper be used in the production and duplication of proposals and that both sides of the page be used, with margins adjusted properly.

SECTION V

PREPARING AND SUBMITTING PROPOSALS

SECTION V - PREPARING AND SUBMITTING PROPOSALS - SECTION V

GENERAL GUIDELINES FOR ALL PROPOSALS

A. GENERAL INFORMATION

BY SUBMITTING A PROPOSAL TO THE ENVIRONMENTAL EDUCATION PROGRAM THE PROSPECTIVE GRANTEE ACCEPTS ALL TERMS, CONDITIONS, AND POLICIES CONTAINED IN THIS HANDBOOK.

AFTER A PROPOSAL IS OFFICIALLY APPROVED, AS INITIALLY SUBMITTED OR AS MODIFIED BY MUTUAL AGREEMENT, IT IS INCORPORATED INTO THE GRANT AWARD WHERE IT SERVES AS THE STATEMENT OF WORK (OR PROGRAM) FOR THE GRANT AWARD. RECIPIENTS OF GRANT AWARDS ARE OBLIGATED TO IMPLEMENT THE STATEMENT OF WORK (OR PROGRAM) DURING THE PERIOD OF THE GRANT. IF IT BECOMES NECESSARY OR DESIRABLE TO REVISE THIS MUTUALLY ACCEPTED STATEMENT OF WORK DURING THE GRANT PERIOD, THE CHANGES WILL BE NEGOTIATED AND BOTH THE GRANTEE AND THE GRANTS OFFICER WILL SIGN A FORMAL GRANT REVISION BEFORE ANY CHANGE ACTUALLY TAKES PLACE. SEE PARAGRAPH 2 OF THE GRANT TERMS AND CONDITIONS (SECTION VI).

Federal funds made available under the Environmental Education Act for any fiscal year will be used to supplement and, to the extent practicable, increase the level of funds that would, in the absence of such Federal funds, be made available by the applicant for the project, and in no case will supplant such funds.

B. DEADLINE AND ANNOUNCEMENT OF AWARDS

The proposal deadline is January 28, 1972. Proposals must be hand delivered to this office or postmarked at a U. S. Post Office by this date. If hand delivered, the proposal must be received no later than 6:00 p.m. on the deadline date. Seven (7) copies of each proposal should be sent to the following address:

Office of Environmental Education
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

The Commissioner of Education will announce the fiscal year 1972 awards in the spring of 1972.

C. PROPOSAL FORMAT

All proposals submitted for funding under the Environmental Education Act should conform to the standards (d) listed below and should contain, in the order indicated, the following sections:

1. Cover Sheet. (See form at end of this Handbook.)

2. Signature Sheet. (See form at end of this Handbook.) For late mailing, see section III, Technical Requirements (4).

GENERAL GUIDELINES FOR ALL PROPOSALS

C. PROPOSAL FORMAT (cont.)

3. Project Summary. The project summary should not exceed one single-spaced typewritten sheet.

4. Project Description. See subsection below entitled "Proposal Content" for information to be provided for type A, B, and C projects.

5. Description of and documentation on the applicant organization.

6. Itemized budget. See subsection below entitled "Budget - All Proposals."

D. STANDARDS

Conformity with the following standards will be necessary to assure proper handling and accurate evaluation of proposals:

1. Technical Requirements and General Criteria. The proposal meets the general criterial and technical requirements for funding (see section III).

2. Categorization of the Project. The proposal has been submitted under the appropriate activity and addresses the special criteria for that activity.

3. Project and Budget Descriptions. Requested information concerning the project and its proposed budget has been provided in the order indicated.

4. Clarity and Legibility. The proposal is written in a concise manner and each copy is fully legible. (Carbon copies should be avoided where possible.)

5. Size. Proposals should, when possible, be printed on standard 8 1/2 x 11 sheets. (Foldouts are acceptable if required for clarity.)

6. Binding. Each copy of the proposal must have all pages firmly bound with staples, spiral binders or other secure fastenings. If a hard cover binder is used, the cover sheet should be firmly attached to the outside.

7. Supplementary Materials. Exhibits, examples, photographs, brochures and other illustrative materials may be included with, but not attached to, the proposal. No more than two (2) sets of such material should be submitted and each set should have a cover page with the word "supplement" prominently displayed. The U.S. Office of Education cannot guarantee the return of such materials to the applicant.

GENERAL GUIDELINES FOR ALL PROPOSALS

D. STANDARDS (cont.)

8. Distribution:

- Local school systems must submit one copy of their proposal, one additional copy of the proposal's cover sheet, and if applicable, one copy of the supplementary materials to their State department of education concurrently with the submission of proposals to the U.S. Office of Education. This will permit the State department of education to review and comment on the proposal as required by the Environmental Education Act. State departments of education should forward their comments to the Office of Education within thirty (30) days after the proposal deadline. Comments should be submitted along with a copy of the proposal's cover sheet (please do not forward the applicant's complete proposal).

- Applicants from certain States, namely those which are developing statewide plans (Colorado, Massachusetts, Minnesota, New York, and Texas),are urged to submit one copy of their proposal, one additional copy of the proposal's cover sheet and any supplementary materials to the environmental education planning group in their respective State. This will assist the planning groups' efforts to catalogue potential and existing activities.

Names and mailing addresses for the State planning groups and their chairmen are:

Richard Rocchio
2150 South Bellaire Street
Denver, Colorado 80222
(Phone: 303-759-9935)

Charles E. Roth
Massachusetts Audubon Society
Lincoln, Massachusetts 01773
(Phone: 617-259-9500)

Robert E. Collins
EE Planning Committee
Golden Valley, Minnesota 55422
(Phone: 612-544-8971)

Paul D. Bulger
Education Room 122
1400 Washington Avenue
Albany, New York 12203
(Phone: 518-457-7435)

James T. Goodwin
Division of Planning Coordination
Office of the Governor
P.O. Box 12428, Capitol Station
Austin, Texas 78711
(Phone: 512-475-2782)

PROPOSAL CONTENT - TYPE A, SMALL GRANTS

Type A, SMALL GRANTS applicants should provide, in the order indicated, the information requested below. For additional guidance, Small Grants applicants are urged to read the proposal content requirements for Type C, "Pilot Projects and Demonstration Models."

Project Summary Summarize the project in 100-200 words.

Project Justification Describe briefly why the project is needed and what is to be accomplished.

Project Description

1. What will be done and how will it be done, including the time frame and sequence of the activities?

2. What planning activities are to be carried out or are being carried out for this project?

3. What resources (facilities, personnel, materials, funds, equipment) are needed for the project, and what resources will be contributed by community groups, organizations or institutions?

4. How will the activities proposed reflect the needs and interests of the people who are to participate or benefit from them?

5. What community groups, organizations, or institutions will participate in the project? (Give a one-line description of each and how they will participate.)

6. What are the qualifications of the individual(s) who will coordinate or supervise the project, and how will their experience assist them in this project?

7. How will the project be supported after the Federal grant ends?

Evaluation Plan Briefly describe plans to evaluate the overall project reporting purposes (see Section IV, "Suggestions and Definitions" and Section VI, "Grant Terms and Conditions").

Identification of Sponsor and Individual Responsible for Grant Funds Awarded

1. Describe the purpose and primary activities of the sponsoring organization (include documentation of Internal Revenue Service status).

2. Give the name, title, and address of individual responsible for disbursement and accounting of the Federal funds requested. Indicate affiliation if other than sponsoring organization.

Itemized Budget See last portion of this section, "Budget for All Proposals."

PROPOSAL CONTENT, TYPE B, STATEWIDE EVALUATION AND DISSEMINATION

Type B, STATEWIDE EVALUATION AND DISSEMINATION proposals should provide, in the order indicated, the information requested below.

Project Summary Summarize the project in 200-300 words.

Description of the Planning Group

1. List the members who comprise the planning group. For each member, indicate the organizations, agencies, institutions or groups they represent, if any, their functions in their organizations, their occupations, and their place of residence.

2. Describe briefly how the planning group members were brought together, and how the chairman was elected.

3. Summarize the work done during formal meetings (full and committee) held by the group to date including a description of the following:

--The roles and responsibilities of the planning group including those of decisionmaking, advice, and support.

--The rationale for the roles and responsibilities assumed by the planning group, and the way in which these roles and responsibilities were determined.

4. Describe how the responsibilities of the planning group will be carried out; for instance, illustrate the relationship between the planning group and its staff.

5. List any groups, organizations, and individuals in or cooperating fully with the planning effort, but who do not sit as members of the planning group.

Statement of Purpose and Need Explain the rationale for development of a statewide environmental education program plan, including the special environmental education needs of the State for such a plan.

Description of Project

1. List and describe the evaluation and dissemination goals of the statewide planning effort.

PROPOSAL CONTENT, TYPE B, STATEWIDE EVALUATION AND DISSEMINATION

Description of Project (cont.)

2. Describe processes for:

--Assessment and priority ranking of statewide needs for environmental education that have already been carried out and that are to be carried out.

--Inventories and categorizations of statewide resources for environmental education that have already been carried out and that are to be carried out.

--Evaluation of methods and approaches to environmental education that have applied in the past.

--Evaluation of environmental education resources; methods, materials, programs, etc., used in the past and to be used in implementing a statewide environmental education program.

3. Describe the tentative scope of the statewide programs to be developed by the planning effort, including descriptions of:

--Possible target groups.

--Possible approaches to be applied to reach these target groups.

Evaluation Plan Briefly describe plans to evaluate the overall project for reporting purposes (see section IV, "Suggestions and Definitions" and section VI, "Grant Terms and Conditions").

Identification of Sponsor and Individual Responsible for Grant Fund Awarded

1. Description of the purposes and primary activities of the sponsoring organization (include documentation of Internal Revenue Service status).

2. Name, title, and address of individual responsible for disbursement and accounting of the Federal funds requested. Indicate affiliation if other than sponsoring organization.

Itemized Budget See last portion of this section, "Budget for All Proposals."

SECTION V - PREPARING AND SUBMITTING PROPOSALS - SECTION V

PROPOSAL CONTENT - TYPE C, PILOT PROJECTS & DEMONSTRATION MODELS

Type C, PILOT PROJECT AND DEMONSTRATION MODEL applicants should provide, in the order indicated, the information requested below.

Project Summary Summarize the project in 200--300 words.

Project Justification

1. Statement of the specific problem(s) being addressed by the project, including the history and current status of the problem.

2. Description of the people to be affected by the project and the area/community/school system in which they are located. This portion of the proposal should also:

--Describe special characteristics of the participants/community that affect the nature of the project (e.g. How much do the participants know about the problem being addressed by the project? What attitudes do they have now and what have they already done that applies to the project's objective?).

--State how these characteristics have been utilized to determine the nature/intent/design of the project.

--Describe how the project will affect the people to which it is directed.

--Describe how, in your opinion, the participants can best work toward solving the problem and why.

3. Brief description of the project and rationale for the project in light of 1 and 2, above.

Project Description

1. Detailed description of project activities, including:

--A description of the project content and strategy which covers activities, instructional units, operational structure, materials, schedule and the rationale for the content and sequence proposed

--A description of preplanning and/or planning activities, including names and organizational affiliations of participants in the planning effort.

--A description of the criteria for selecting participants (e.g. How are you going to decide who will be selected for participation in the project?).

--A description of the provisions made for systematic feedback (day-to-day contact with participant reactions/evaluations, regular communication with participants on their progress) and for the utilization of this information in modifying activities.

PROPOSAL CONTENT - TYPE C, PILOT PROJECTS & DEMONSTRATION MODELS

Project Description (cont.)

2. Project objective statement, including a description in quantified terms of the expected change or improvement in the knowledge, skills, attitude, and behavior of the project participants and staff resulting from participation in the project.

3. Description of resources. Describe resources needed for the project, such as facilities, personnel, materials, equipment and funds. Indicate those that are already obtained or are being negotiated from local or other sources and those being requested from this Office. Describe other Federal funding (past, present,or future) for the project or activity.

4. Cooperation. List and give function of cooperating agencies and describe arrangements made with them for carrying out the project. Indicate any similar cooperation in the past.

5. Continuation. Describe plans for the continuation of the project or for a continuing effort after Federal funding ends.

Evaluation Plan Briefly describe plans to evaluate the overall project for reporting purposes (see section IV, "Suggestions and Definitions" and section VI, "Grant Terms and Conditions").

Identification of Sponsor and Individual Responsible for Grant Funds Awarded

1. Description of the purpose and primary activities of the sponsoring organization (include documentation of Internal Revenue Service status).

2. Give the name, title and address of the individual responsible for disbursement and accounting of the Federal funds requested. Indicate affiliation if other than sponsoring organization.

Itemized Budget See last portion of this section, "Budget for All Proposals."

SECTION V - PREPARING AND SUBMITTING PROPOSALS - SECTION V

BUDGET FOR ALL PROPOSALS

All budgets are to be presented in a line-item form as indicated. The total program budget shall be presented, indicating which funds will be requested under Public Law 91-516, as well as amounts from other funding sources.

For example:

	Public Law 91-516	Other Sources
Administrative Director @ $16,000 per year/ (75 percent)	$8,000	$4,000
Secretarial/Clerical Salaries Secretary @ $6,000 per year/ (100 percent)	$2,000	$,000

NOTE: Please identify the "Other Sources" of funds. Note that only non-Federal funds can be used to meet the shared funding requirements.

Direct Costs - Salaries The annual salary for each full-time employee should be shown together with the percentage of time that is directly attributable to the project.

1-2. Administrative and Secretarial/Clerical salaries.

3-4. Instructional and program salaries.

All directly attributable salaries, wages, honoraria, and related employer contributions to Social Security, and any other fringe benefit program, are allowable if computed and applied in accordance with institutional policies.

All compensation to the institution's regular staff will be made on the basis of released time. No overtime pay is authorized. Staff members involved simultaneously in this and other programs or projects may not be compensated for more than "100 percent time" and the amount charged to the project must be determined on a prorated basis.

Fees supporting costs such as travel and per diem in payment for services rendered by consultants and guest lecturer are chargeable (and the rates must be indicated in the budget), except that grant funds may not be used to pay such fees and supporting costs to:

--any U. S. Government employee; or

--any individual serving on a full-time basis during the same period under another Federal grant, without obtaining prior approval in writing from the Director, Environmental Education, Office of Education, Washington, D. C. 20202, or his designee.

5. Subtotal for salaries. Sums of items 1 through 4.

BUDGET FOR ALL PROPOSALS

Other Direct Costs (Definitions of allowable costs are applicable to all proposals.)

6. Employee Service and Benefits. These costs are paid in accordance with institutional/organizational policy and should be identified by item and percentage in the budget.

7. Travel. Distinguish between in-city travel and other travel, stating general purposes. Travel allowances shall be paid in accordance with applicable State and local laws and regulations and grantee policies. If none of these is applicable, travel shall be done in accordance with Federal Government regulations. No foreign travel is authorized under the grant unless prior approval is received from the Grants Officer. Travel between the United States and Guam, American Samoa, Puerto Rico, or the Virgin Islands, the Canal Zone, or Canada is not considered foreign travel.

8. Supplies, Reproduction, and Communications. Reproduction, communication, and shipping costs incurred by the institutions are allowable. Budgets should indicate the major categories of these items, such as films, tapes, etc.

9. Instructional Supplies. Instructional supplies and materials, and a limited number of reference books to supplement material available through libraries or other sources may be included in the budget. "Quantities of these items shall be limited to only those reasonably expected to be utilized during the grant period. Cost for any texts or other instructional items which are to be retained by participants should not be included in the proposed budget, and will not be reimbursed under the grant."

NOTE: Terminal inventories of supplies should be treated as Government property and not an unallowable cost.

10. Rental of Buildings and Other Real Estate. "Such rental costs may be considered if the applicant does not have, and cannot obtain at no additional cost to the project, space that is physically and geographically suitable for project activities. Applicant must submit for any proposed rental, a description of the proposed space, including name of owner and location, number of square feet and unit cost, and proposed usage for the program. Construction, remodeling or purchase of facilities or building is not funded under the Environmental Education Act.

BUDGET FOR ALL PROPOSALS

Other Direct Costs (Definitions of allowable costs are applicable to all proposals.)

11. Equipment Purchase/Rental. Purchase of capital equipment (equipment or supplies that can be used beyond the period of the grant) is not allowable. For example, the purchase of cameras or projectors is not allowed, while the purchase of film used for the project is. Capital equipment may be rented for the duration of a grant period. Office equipment such as desks and typewriters are considered to be part of an overhead cost.

12. Subtotal for Direct Costs. Sum of items 5 through 11.

Other Costs

13-17. Other costs refer to expenditures not listed above. They may be listed by item or category.

18. Subtotal for Other Costs. Sum of items 13 thru 17.

Total Cost

19. Total of items 12 and 18.

20. Indirect Costs

a. For training programs (excluding those conducted by State and local governments): Indirect costs will be allowed, and should be included in the proposed budget, at the rate of 8 percent of total direct costs or at the overhead rate approved by the Department of Health, Education and Welfare, Office of Grant Administration Policy (DHEW-OGAP), whichever basis results in the smaller figure. The rate used may be applied to the Federal and non-Federal portions of the proposed budget.

b. For other than training programs and State and local government applications: Indirect costs will be allowed, and should be included in the proposed budget (both for Federal and non-Federal direct costs) on the basis of the indirect cost rate that has been established by DHEW-OGAP.

BUDGET FOR ALL PROPOSALS

Total Cost (cont.)

If a nonprofit applicant has not established an indirect cost rate with DHEW, and desires to be reimbursed for indirect costs, an indirect cost proposal should be submitted promptly, and preferably not later than the date the program proposal is submitted to the Office of Environmental Education (section V). Instructions for preparing and submitting indirect cost proposals should be requested from:

Mr. Henry G. Kirschenmann
Director, Division of Cost Policy and Negotiation
Office of Grant Administration Policy
300 Independence Avenue, S. W.
Washington, D. C. 20201

c. Indirect costs used only for cost sharing: If on the other hand an applicant does not already have an indirect cost rate approved by DHEW-OGAP, and does not desire to be paid for such indirect costs under a grant, such indirect costs may be applied toward a portion or all of his mandatory cost sharing under the following conditions:

--the applicant must be satisfied that his estimate of actual indirect costs (property allocated and fairly apportioned) will be at least as much as the amount used for indirect costs in the proposed budget;

--any cost which has already been used as a direct cost in the proposed budget cannot be used again as part of the indirect cost estimate;

--records of actual expenditures for these indirect costs should be maintained as a part of the program records, and shall be made available for audit by representatives of the grants officer. The grantee shall be liable to the government for the difference, if any, by which the actual indirect costs, as determined by government audit, are less than the amount required for cost sharing; and

--the provisions in this subparagraph c apply only to programs of the Office of Environmental Education, Office of Education, DHEW.

NOTE: An applicant may cost share in any or all items of direct cost, but cost sharing must be consistent with the limitations on training in a above, and, when reimbursement from the government is expected with any rate approved by DHEW-OGAP.

21. Total Amount. Sum of lines 19 and 20.

SECTION VI

GRANT TERMS AND CONDITIONS

SECTION VI - GRANT TERMS AND CONDITIONS - SECTION VI

The Grant Terms and Conditions, OE Form 5241, September 1971, which follow are included in this Handbook as advance information for all applicants. When a proposal is approved and a grant is awarded, these terms and conditions then apply to the activities and expenditures which take place during the period of the grant. The applicant's signature on the proposal is understood to mean that the applicant has read and accepts these terms and conditions as a part of any grant that may later be awarded for support of his proposal. Forms and materials mentioned here will be required only after a program has been funded and acquisition information will be provided at that time.

1. Definitions
2. Scope of the Project
3. Limitations on Costs
4. Allowable Costs
5. Accounts and Records
6. Payment Procedures
7. Reports
8. Printing and Duplicating
9. Termination
10. Applicability of State and Local Laws and Institutional Procedures
11. Copyright and Publication
12. Acknowledgment and Disclaimer in Publication
13. Patent Rights
14. Travel
15. Equipment
16. Contracting Under Grants
17. Health and Safety Standards
18. Compensation
19. Labor Standards
20. Equal Employment Opportunity
21. Use of Consultants
22. Clearance of Forms
23. Grant-Related Income and Investment Income
24. Change in Key Personnel
25. Animal Care

1. Definitions

As used in the grant documents relating to this award, the following terms shall have the meaning set forth below:

a. "Commissioner" means the U. S. Commissioner of Education.

b. "Grantee" means the agency, institution, or organization named in the grant as the recipient.

c. "Grants Officer" means the employee of the U. S. Office of Education who is authorized to execute and is responsible for the administration of the grant on behalf of the Government.

1. Definitions (cont.)

   d. "Program Officer" means the employee of the U. S. Office of Education who is responsible for the technical monitoring of the project of the Grantee as representative of the Grants Officer.

   e. "Project Director" is the person responsible for directing the project of the Grantee.

   f. "Project' is the activity or program defined in the proposal approved by the Commissioner for support.

   g. "Grant Period" means the period specified in the Notification of Grant Award during which cost may be charged against a Grant.

   h. "Budget" means the estimated cost of performance of the project as set forth in the Notification of Grant Award.

2. Scope of the Project

   The project to be carried out hereunder shall be consistent with the proposal as approved for support by the Commissioner and referred to in the Notification of Grant Award and shall be performed in accordance with this approved project proposal. No substantive changes in the program of a project shall be made unless the Grantee submits (at least thirty days prior to the effective date of the proposed change) an appropriate amendment thereto, along with the justification for the change, and this amendment is approved in writing by the Grants Officer.

3. Limitations on Costs

   a. The total costs to the Government for the performance of the grant shall not exceed the amount set forth in the Notification of Grant Award or any appropriate modification thereof.

   b. The Grantee may transfer funds among the various cost categories in the negotiated budget to the extent necessary to assure the effectiveness of the project, except that, no transfers may be made which alter the approved project.

3. Limitations on Costs (cont.)

c. Funds for the production of audiovisual materials (i.e., motion picture films, videotapes, filmstrips, slide sets, tape recordings, exhibits, or combinations thereof) for viewing, whether for limited or general public use, are not authorized until prior written approval is received from the Grants Officer.

d. The limitation on costs stated in paragraph "a" above shall automatically be increased to cover the cost of allowance for additional dependents not specified in the Notification of Grant Award.

4. Allowable Costs

a. Expenditures of the Grantee may be charged to this grant only if they: (1) are incurred subsequent to the effective date of the project indicated in the Notification of Grant Award, which shall be no earlier than the date upon which the award document is signed by the Grants Officer, and (2) conform to the approved project proposal.

b. Subject to paragraph (a) allowability of costs incurred under this grant shall be determined in accordance with the principles and procedures set forth in the documents identified below, as amended prior to the date of the award.

(1) Exhibit X-2-65-1 of the Department of Health, Education and Welfare Grants Administration Manual, if the Grantee is an institution of higher education; or

(2) Exhibit X-2-66-1 of the Department of Health, Education, and Welfare Grants Administration Manual, if the Grantee is a hospital as defined therein; or

(3) Exhibit X-1-76-1 of the Department of Health, Education, and Welfare Grants Administration Manual, if the Grantee is a nonprofit institution; or

(4) Chapter 5-60 of the Department of Health, Education, and Welfare Grants Administration Manual, if the Grantee is a State or local Government agency.

4. Allowable Costs (Cont.)

c. In accordance with the policy of the Department of Health, Education, and Welfare, if the Grantee has an audited indirect cost rate that has been approved by the Office of Grants Administration Policy, this approved rate may be applied to both the Federal and non-Federal share of allowable direct costs of the project. When an indirect cost rate is applied to either the Federal or non-Federal share of project costs, no item normally included in the Grantee's indirect cost pool (such as supervision, accounting, budgeting, or maintenance) shall be listed as a direct cost of the project. Procedures for establishing indirect cost rates are covered in Department of Health, Education, and Welfare brochures: OASC-1, A Guide for Educational Institutions; OASC-3, A Guide for Hospitals; OASC-5, A Guide for Non-Profit Institutions; OASC-6, A Guide for State Government Agencies; OASC-7, Department of Health, Education, and Welfare Provisions for Establishing Indirect Cost Rates under OMB Circular A-88; and OASC-8, A Guide for Local Government Agencies.

d. Indirect costs for educational training programs will be allowed at the lesser of the organizational indirect costs or 8% of total direct costs, including stipends and dependency allowances, except for State and local Governments.

5. Accounts and Records

a. Accounts

The Grantee shall maintain accounts, records and other evidence pertaining to all costs incurred, and revenues or other applicable credits acquired under this grant. The system of accounting employed by the Grantee shall be in accordance with generally accepted accounting principles generally used by State or local agencies or institutions of higher education, or nonprofit organizations, as appropriate, and will be applied in a consistent manner so that the project expenditures can be clearly identified.

b. Cost Sharing Records

The Grantee's records shall demonstrate that any contribution made to the project by the Grantee is not less, in proportion to the charges against the grant, than the percentage specified in the grant or any subsequent revision thereof.

5. Accounts and Records (cont.)

c. Examination of Records

All records directly relating to transactions under this grant are subject to inspection and audit by the Department of Health, Education, and Welfare and by the General Accounting Office at all reasonable times during the period of retention provided for in paragraph (d) below.

d. Disposition of Records

Except as provided in paragraph (e), all pertinent records and books of accounts related to this grant in the possession of the Grantee shall be preserved by the Grantee for a period of three (3) years after the end of the budget period, if audit by or on behalf of the Department has occurred by that time; or if audit by or on behalf of the Department has not occurred by that time, the records must be retained until audit or until five (5) years following the end of the budget period, whichever is earlier.

e. Questioned Expenditures

Records relating to any litigation or claim arising out of the performance of this grant, or costs and expenses of this grant to which exception has been taken as a result of inspection or audit shall be retained by the Grantee until such litigation, claim, or exception has been disposed of.

6. Payment Procedures

To obtain Federal funds, the Grantee shall receive payments in accordance with the payment schedule which is set forth in the Special Terms and Conditions.

7. Reports

The Grantee shall submit such fiscal and technical reports as may be required by the Grants Officer, and in the quantity and at the time stated in the report schedule which is set forth in the Special Terms and Conditions.

8. Printing and Duplicating

All printing and duplicating authorized under this grant is subject to the limitations and restrictions contained in the current issue of the U. S. Government Printing and Binding Regulations if done for the use of the Office of Education within the meaning of those Regulations.

9. Termination

a. Grants may be terminated in whole or in part by the Government and such termination shall be in accordance with any applicable Public Law and/or Regulations (45 C.F.R.).

b. Termination shall be effected by delivery to the Grantee of a written notification thereof, signed by the Grants Officer.

Financial obligations incurred by the Grantee prior to the effective date of the termination will be allowable to the extent they would have been allowable had the grant not been terminated. The Grantee agrees to furnish the Grants Officer within sixty (60) days of the effective date of termination, an itemized accounting of funds expended, obligated, and remaining under the grant. The Grantee also agrees to remit within thirty (30) days of the receipt of a written request therefor any amounts found due.

10. Applicability of State and Local Laws and Institutional Procedures Regarding Expenditure of Funds

Except to the extent otherwise provided for in this document, or any document incorporated herein by reference, nothing herein or therein shall be construed so as to alter the applicability to the Grantee of any State or local law, rule, regulation, or any institutional procedure which would otherwise pertain to the expenditure of funds.

11. Copyright and Publication

a. The term "materials" as used herein means writings, sound recordings, films, pictorial reproductions, drawings or other graphic representations, computer programs, and works of any similar nature produced under this grant. The term does not include financial reports, cost analyses, and similar information incidental to grant administration.

b. It is the policy of the Office of Education that the results of activities supported by it should be utilized in the manner which would best serve the public interest. To that end, except as provided in paragraph (c), the Grantee shall not assert any rights at common law or in equity or establish any claim to statutory copyright in such materials; and all such materials shall be made freely available to the Government, the education community, and the general public.

11. Copyright and Publication (cont.)

c. Notwithstanding the provisions of paragraph (b) above, upon request of the Grantee or his authorized designee, arrangements for copyright of the materials for a limited period of time may be authorized by the Commissioner, through the Grants Officer, upon a showing satisfactory to the Office of Education that such protection will result in more effective development of dissemination of the materials and would be in the public interest.

d. With respect to any materials for which the securing of a copyright protection is authorized under paragraph (c), the Grantee hereby grants a royalty-free, nonexclusive and irrevocable license to the Government to publish, translate, reproduce, deliver, perform, use and dispose of all such materials and to make any use of it.

e. To the extent the Grantee has the right and permission to do so, the Grantee hereby grants to the Government a royalty-free, nonexclusive and irrevocable license to use in any manner, copyrighted material not first produced in the performance of this grant but which is incorporated in the materials. The Grantee shall advise the Grants Officer of any such copyrighted material known to it not to be covered by such a license.

12. Acknowledgment and Disclaimer in Publication

Any publication or presentation resulting from or primarily related to the project being performed hereunder shall contain the following acknowledgment:

> The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

13. Patent Rights

a. Policy

In accordance with Department of Health, Education, and Welfare Regulations (45 CFR Subtitle A, Parts 6 and 8), all inventions made in the course of or under any Office of Education grant shall be promptly and fully reported to the Assistant Secretary (Health and Scientific Affairs), Department of Health, Education, and Welfare.

13. Patent Rights

a. Policy (cont.)

The grantee institution and the principal investigator shall neither have nor make any commitments or obligations which conflict with the requirements of this policy.

b. Determination

Determination as to ownership and disposition of invention rights, including whether a patent application shall be filed, and if so, the manner of obtaining, administering, and disposing of rights under any patent application or patent which may be issued shall be either:

(1) by the Assistant Secretary (Health and Scientific Affairs) whose decision shall be considered final, or

(2) where the institution has a separate formal institutional agreement with the Office of Education or the Department by the grantee institution in accordance with such agreement.

Patent applications shall not be filed on inventions under (1) above without prior written consent of the Assistant Secretary (Health and Scientific Affairs) or his representative. Any patent application filed by the Grantee on an invention made in the course of or under an Office of Education grant shall include the following statement in the first paragraph of the specification:

"The invention described herein was made in the course of, or under, a grant from the U. S. Office of Education, Department of Health, Education, and Welfare."

c. Reports and Other Requirements

A complete written disclosure of each invention in the form specified by the Assistant Secretary (Health and Scientific Affairs) shall be made by the Grantee promptly after conception or first actual reduction to practice, whichever occurs first under the grant. Upon request, the Grantee shall furnish such duly executed instruments (prepared by the Government) and such other papers as are deemed necessary to vest in the Government the rights reserved to it under this policy statement to enable the Government to apply for and prosecute any patent application, in any country, covering each invention where the Government has the right to file such application.

13. Patent Rights

c. Reports and Other Requirements (cont.)

The Grantee shall furnish interim reports (Annual Invention Statements) prior to the continuation of any grant listing all inventions made during the budget period whether or not previously reported, or certifying that no inventions were made during the applicable period. Upon completion of the project period, the Grantee shall furnish a final invention report listing all inventions made during performance of work on the supported project or certifying that no inventions were made.

d. Supplementary Patent Agreements

The Grantee shall obtain appropriate patent agreements to fulfill the requirements of this provision from all persons who perform any part of the work under the grant, except such clerical and manual labor personnel as will have no access to technical data, and except as otherwise authorized in writing by the Department.

The Grantee shall insert in each subcontract or agreement having experimental, developmental, or research work as one of its purposes, a clause making this provision applicable to the subcontractor and its employees.

e. Definitions

As used in this provision, the stated terms are defined as follows for the purposes hereof:

(1) "Invention" or "invention or discovery" includes any art, machine, manufacture, design, or composition of matter, or any new and useful improvement thereof, or any variety of plant, which is or may be patentable under the Patent Laws of the United States.

(2) "Made" when used in relation to any invention or discovery means the conception or first actual reduction to practice of such invention in the course of the grant.

f. Inventions Resulting from Grants Made in Support of Research by Federal Employees

Inventions resulting from grants made in support of research by Federal employees shall be reported simultaneously to the Assistant Secretary (Health and Scientific Affairs) pursuant to terms of the grant and to the employing agency under the terms of Executive Order 100096, as amended.

14. Travel

Travel allowances shall be paid in accordance with applicable State and local laws and regulations and grantee policies. If none of these is applicable, travel shall be done in accordance with Federal Government regulations. No foreign travel is authorized under the grant unless prior approval is received from the Grants Officer. Travel between the United States and Guam, American Samoa, Puerto Rico, the U. S. Virgin Islands, the Canal Zone, and Canada is not considered foreign travel.

15. Equipment

Title to, and accountability for, equipment shall be determined in accordance with Chapter 1-410, Management of Equipment and Supplies Acquired Under Project Grants, of the Department of Health, Education, and Welfare Grants Administration Manual and the Property Management/ Inventory System Operating Procedures issued by the Contracts and Grants Division, Office of Education.

16. Contracting Under Grants

The Grantee may enter into contracts or agreements (to the extent permitted by State and local law) for the provision of part of the services under this grant by other appropriate public or private agencies or institutions. Such contract or agreement shall incorporate all rules and regulations applicable to the program, shall describe the services to be provided by the agency or institution, and shall contain provisions assuring that the Grantee will retain supervision and administrative control over the provision of services under the contract. Services to be provided by contract pursuant to this section shall be specified in the project proposal or in an amendment thereto, and the proposed contract shall be submitted to the Grants Officer and be approved by him in writing.

17. Health and Safety Standards

Whenever the Grantee, acting under the terms of the grant, shall rent, lease, purchase, or otherwise obtain classroom facilities (or any other facilities) which will be used by students and faculty, the Grantee shall comply with all health and safety regulations and laws applicable to similar facilities being used in that locality for such purpose.

18. Compensation

If a staff member is involved simultaneously in two or more projects supported by funds from the Federal Government, he may not be compensated for more than a total of one hundred percent (100%) time from such Government funds for all projects during any given period of time.

19. Labor Standards

To the extent that grant funds will be used for alteration and repair (including painting and decorating) of facilities, the Grantee shall furnish the Grants Officer with the following:

a. a description of the alteration or repair work and the estimated cost of the work to be performed at the site;

b. the proposed advertising and bid opening dates for the work;

c. the city, county, and State at which the work will be performed; and

d. the name and address of the person to whom the necessary wage determination and labor standards provisions are to be sent for inclusion in contracts; not later than six (6) weeks prior to the advertisement for bids for the alteration or repair work to be performed. The Grantee shall also include or have included in all such alterations or repairs the wage determination and labor standards provisions that are provided and required by the Secretary of Labor under 29 CFR Parts 3 and 5.

20. Equal Employment Opportunity

With respect to repair and minor remodeling, the Grantee shall comply with and provide for Contractor and Subcontractor compliance with the requirements of Executive Order 11246 as implemented by 41 CFR Part 60. The terms required by Executive Order 11246 will be included in any contract for construction work, or modification thereof, as defined in said Executive Order.

21. Use of Consultants

a. The hiring and payments to consultants shall be in accordance with applicable State and local laws and regulations and grantee policies. However, for the use and payment to consultants whose rate will exceed $100.00 per day, prior written approval for the use of such consultants must be obtained from the Grants Officer.

21. Use of Consultants

b. The Grantee must maintain a written report for the files on the results of all consultations charged to this grant. This report must include, as a minimum: (1) the consultant's name, dates, hours, and amount charged to the grant; (2) the names of the grantee staff to whom the services are provided; and (3) the results of the subject matter of the consultation.

22. Clearance of Forms

To permit monitoring and clearance, the Grantee is to submit to the appropriate Program Officer, prior to use, five (5) copies of all tests, questionnaires, interview schedules or guides, and rating scales which are to be employed in collecting data from 10 or more individuals or organizations. A brief report of related information (such as purposes of the study, relevance of the data-gathering instruments to these purposes, nature of the sample, number of respondents, burden on respondents, etc.) must accompany the copies of the instruments, in accordance with directions from the Office of Education.

EXCEPTIONS:

a. Copies need not be submitted of conventional instruments which deal solely with (1) cognitive functions or technical proficiency (e.g., scholastic aptitude, school achievement, etc.), (2) routine demographic information, or (3) routine instructional information; but a report of the "related information" (as specified above) concerning the particular data-gathering instruments must be supplied to the Program Officer in order to permit appropriate monitoring and clearance.

b. Ordinary classroom tests employed in the development of a new curriculum or as part of the regular instructional routine, constituting part of the project for which funds are granted, need be neither reported nor submitted; but final tests employed in such a project, serving purposes of evaluation, must be reported; and, if significantly unusual in such essential features as content, directions, form of response, etc., must be submitted in five (5) copies.

23. Grant-Related Income and Investment Income

Interest or other income earned by investment of the grant funds is termed "Investment Income." Any Investment Income earned by the grantee on advance funds received under this grant, is to be paid to the U. S. Office of Education for deposit as Miscellaneous Receipts in the U. S. Treasury, unless the grantee is a State or State agency. If the grantee is a State or State agency, the grantee is not accountable to the U. S. Office of Education for its use of Investment Income monies. Income derived by the grantee from activities supported or funded by this grant, other than Investment Income and Copyright Royalty Income, is termed "Grant-related Income." Such income may be produced by the services of individuals or by employing equipment, facilities or general services of the grantee organization. Any such grant-related income earned under this grant is to be used by the grantee to further the purposes of the grant program. If the income cannot be so used, it is to be paid by the grantee to the U. S. Office of Education, for deposit as Miscellaneous Receipts in the Treasury. Except for that portion of Royalty Income authorized to be retained in accordance with 35 Federal Register 7317, the U. S. Office of Education Copyright Guidelines, Royalty Income is to be paid by the grantee to the U. S. Office of Education, for deposit as Miscellaneous Receipts in the Treasury. If the grantee receives any grant-related income or investment income in connection with this grant, the grantee shall maintain records of the receipt and disposition of the Federal share of such income.

24. Changes in Key Personnel

The Project Director and other grant personnel specified by name in the proposal are considered to be essential to the work being performed. If for any reason substitution of a specified individual becomes necessary, the Grantee shall provide timely written notification to the Grants Officer. Such written notification shall include the successor's name with a resume of his qualifications.

25. Animal Care

Where research animals are used in any project financed wholly or in part with Federal funds, every precaution shall be taken to assure proper care and humane treatment of such animals.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

ENVIRONMENTAL EDUCATION ACT, P.L. 91–516

PROPOSAL COVER SHEET

1. NAME OF APPLYING INSTITUTION, AGENCY, ORGANIZATION

2. MAILING ADDRESS *(number, street, city, State, ZIP Code)*

3. CONGRESSIONAL DISTRICT

4. FOR INFORMATION CONTACT *(name, position, area code and telephone number)*

5. TYPE OF GRANT *(check one)* a. ☐ SMALL GRANT b. ☐ STATEWIDE EVALUATION AND DISSEMINATION

c. ☐ PROJECT GRANT *(specify category as defined in Handbook)*

6. TOTAL AMOUNT REQUESTED

$

7. TOTAL AMOUNT OF PROJECT

$

8. DURATION OF GRANT *(month, day, year)*

FROM TO

9. CO-SPONSORING AGENCIES

10. SIGNATURE PAGE

☐ ATTACHED ☐ TO FOLLOW WITHIN 10 DAYS ALONG WITH COPY OF COVER SHEET

11. SUMMARY PAGE

☐ ATTACHED

OE FORM 151 *(OPM)*, **8/71**

SAMPLE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

ENVIRONMENTAL EDUCATION ACT, P.L. 91-516

PROPOSAL COVER SHEET

1. NAME OF APPLYING INSTITUTION, AGENCY, ORGANIZATION

Marks Citizen's Coop

2. MAILING ADDRESS *(number, street, city, State, ZIP Code)*

2364 Main Street
Marks, Arkansas 72201

3. CONGRESSIONAL DISTRICT

2

4. FOR INFORMATION CONTACT *(name, position, area code and telephone number)*

Billy Reed, Chairman, Marks Citizen's Coop. Home address - 987 River Road, Marks, Arkansas 72201. Telephone - Office - 303-438-3867; Home - 303-434-2987

5. TYPE OF GRANT *(check one)*

a. ☐ SMALL GRANT

b. ☐ STATEWIDE EVALUATION AND DISSEMINATION

c. ☒ PROJECT GRANT *(specify category as defined in Handbook)* General Evaluation

6. TOTAL AMOUNT REQUESTED

$ 30,897

7. TOTAL AMOUNT OF PROJECT

$ 78,576

8. DURATION OF GRANT *(month, day, year)*

FROM March 23, 1972 TO March 22, 1973

9. CO-SPONSORING AGENCIES

Marks Audobon Society

Women's Civic League of Marks

Mocse River Watershed Committee

Marks County Unified School District

Schools and Departments of Biology, Sociology, and Anthropology - Marks County Community College

10. SIGNATURE PAGE

☒ ATTACHED ☐ TO FOLLOW WITHIN 10 DAYS ALONG WITH COPY OF COVER SHEET

11. SUMMARY PAGE

☒ ATTACHED

OE FORM 151 *(OPM)*, 8/71

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

ENVIRONMENTAL EDUCATION ACT, P.L. 91–516

PROPOSAL SIGNATURE SHEET

1. CONTRACTING OFFICER OF *(name of agency)*	NAME AND TITLE *(typed)*
SIGNATURE	MAILING ADDRESS AND ZIP CODE
AREA CODE AND TELEPHONE NUMBER	AGENCY OR INSTITUTION *(if different from above)*
2. INDIVIDUAL WITH THE AUTHORITY TO OBLIGATE THE ORGANIZATION	
NAME AND TITLE *(typed)*	SIGNATURE
NAME OF AGENCY OR INSTITUTION	MAILING ADDRESS AND ZIP CODE
3. AUTHORIZING OFFICIALS OF CO–SPONSORING AGENCIES	
NAME AND TITLE *(typed)*	SIGNATURE
NAME OF AGENCY OR INSTITUTION	
NAME AND TITLE *(typed)*	SIGNATURE
NAME OF AGENCY OR INSTITUTION	
NAME AND TITLE*(typed)*	SIGNATURE
NAME OF AGENCY OR INSTITUTION	
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NAME OF AGENCY OR INSTITUTION	
NAME AND TITLE *(typed)*	SIGNATURE
NAME OF AGENCY OR INSTITUTION	

OE FORM 151–1 *(OPM)*, **8/71**

OFFICE OF ENVIRONMENTAL EDUCATION

U. S. OFFICE OF EDUCATION

WASHINGTON, D.C. 20202

AREA CODE 202 962-7807 OR 962-1587